

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses finding and discussion of the study. Based on the formulated research question, the writer analyzed the utterances and the behavior of the character from The Hundred-Foot Journey movie which is contained intercultural component and the desired outcome. Moreover, there are two sections in this chapter. Firstly, finding, it explains the data gathering based on the theory. Secondly, discussion, it explains about the analysis of the data that found from the movie.

A. Finding

1. Components of Intercultural Competence

There were three components that was found in the movie, they were attitude, knowledge, and skill. Every character in the movie gathers these aspects implicitly in their mind and then utters it in communication or behavior to respond cross cultural situation.

a. Attitude

The attitude is examined from respect, openness, and curiosity or discovery. On this part, the researcher divided the utterances and behaviors from the character into that three categories. It showed that in intercultural interaction, which didn't show misunderstanding or overgeneralization from the character, had a key on every part –

respect, openness, curiosity or discovery, even though it was still related each other in building good attitude as the one of component of intercultural competence.

1) Respect

Table 4.1		
<i>Respect in Attitude Component of IC</i>		
No.	Communication and Behavior	H:M:S
1.	Hassan reads book about French food recipes.	00:29:46
2.	Hassan stops Mukhtar that is making noise with his knife.	00:31:59
3.	“It’s not like in India where you stand by the gate and drag people in as they’re passing by.”	00:37:58
4.	Papa goes inside after Mansur told him to.	00:38:20
5.	French villagers enjoy new taste of Indian food.	00:40:22
6.	Marguerite gives an advice to Hassan in fishing, using the smaller hooks for the kind Hassan used, and worms, not bread.	00:42:39
7.	Hassan’s reaction in listening Marguerite who suggests him to use smaller hooks and bread to fish.	00:42:49
8.	Hassan starts to learn the basic of French food. It is the five basic sauces, <i>tomato, hollandaise, espagnol, bachamel, and veloute.</i>	00:44:44
9.	“There are other ways to be French. Liberty, equality, and fraternity.”	01:01:13
10.	“Why? It’s about good food? It’s just different.”	01:02:35
11.	“Waiting for Hassan Kadam.”	01:11:28
12.	Friendship between Mallory and Kadams family that is shown in the Bastille day.	01:26:53
13.	Hassan shows an attentive in listening his boss about the new culture in cooking French food, molecule gastronomy.	01:35:58

Table 4.1 presents 13 data in a whole. It is categorized into 2, the utterance and behavior showed intercultural competence especially for the attitude, and the time when it is happened in the movie. In table 4.1, the characters valued are salient in respect as the researcher saw it from their utterance, respond, and behavior in facing

intercultural competence. Even though, it still needs other part of attitude, but in this part, respect is something really color the utterance or behavior. The characters showed an attentive feeling in communicating with others, also they have an ability to listen carefully their partner or the situation they are in. From the table, it can be seen that the characters can value another culture well.

2) Openness

Table 4.2		
<i>Knowledge in Attitude Component of IC</i>		
No.	Communication and Behavior	H:M:S
1.	<i>"Bonjour."</i>	00:11:09 00:20:46 00:33:39 00:38:59 00:39:44 01:21:58
2.	"I'm Marguerite. Nice to meet you."	00:11:32
3.	Marguerite helps Kadam family and entertain them with delicious dinner.	00:12:26
4.	"Forgive the silence, Marguerite. I think my family is afraid that they died in the accident and now we enter heaven."	00:14:34
5.	"Madame, asking for discount doesn't mean I'm poor. It means I'm thrifty."	00:18:07
6.	<i>"Merci Beaucoup."</i>	00:18:34
7.	"Sorry, Madame."	00:30:30
8.	"Yes, of course."	00:31:29
9.	Hassan turns down the music volume after Mallory told him to.	00:32:31
10.	Mansur kisses a man's cheeks as a greeting.	00:39:33
11.	<i>"Ca' va?"</i>	00:39:52
12.	"These people are different. They are not French."	00:41:41
13.	"You're not supposed to be helping me. I thought, uh... I thought I was the enemy."	00:42:49
14.	"You can put them on the barbeque. Two minutes on really high heat, and then 30 minutes on a really low heat."	00:43:37

15.	“Voila.”	00:45:26
16.	“Fermented dal and flour, deep fried.”	00:47:36
17.	Papa agrees to turn down the music volume.	00:49:05
18.	“If you can’t beat them, join them.”	01:03:12
19.	Mallory cleans Kadams’ wall from hate speech.	01:03:31
20.	“I know. I know then, and I know now.”	01:08:28
21.	“They have their own spices.”	01:19:18
22.	Papa helps Mallory with her champagne.	01:31:00

Table 4.2 presents 22 data in a whole. Started from their willingness to speak with the language that really unfamiliar to them, French, they shows openness character to build their attitude, along with respect and curiosity or discovery. The character wants to go out from the comfort zone, ready to be proven wrong, as a way to adapt and become accepted in the society. The researcher also found that the way they respond and explain their culture to others shows an openness in holding their judgment to the difference they found.

3) Curiosity or Discovery

Table 4.3		
<i>Curiosity or Discovery in Attitude Component of IC</i>		
No.	Communication and Behavior	H:M:S
1.	Papa’s reaction in hearing Marguerite said “Bless you” when he sneezed.	00:12:32
2.	“Papa, it’s not like in Mumbai, all right?”	00:13:07
3.	Marguerite still treat Kadam family well even though She found that the Kadam family is really noisy when they ate.	00:14:45
4.	Hassan doesn’t resist Marguerite who kiss his cheeks as a greeting.	00:25:16
5.	“I would like to learn about French cuisine.”	00:26:42
6.	“Rest it in a little red wine, and add crushed cardamom ... This is emergency, Mansur. Wine will flavor the meat when in Rome ... Mansur, to survive here, we’re going to need adapt.”	00:36:08

7.	“What is that?”	00:47:33
8.	Papa gives his umbrella to Mallory.	01:04:31
9.	Mallory agrees to follow the way Hassan cooks the omelet.	01:06:04
10.	“Now, this is classical French dish, but with a little twist. It’s beef bourguignon a la Hassan.”	01:25:54
11.	“So, Hassan. What is Michelin star? What does it look like?”	01:28:09
12.	“Who gives them to you?”	01:28:24
13.	The reaction of French villagers in seeing Mahira wears saree to the party.	01:50:11

Table 4.3 presents 13 data in a whole. In this salient of utterance or behavior from the characters showed in the movie, they shows a tendency to tolerating ambiguity and uncertainty among different culture. Aligned with the other part of attitude, the characters can have good attitude in facing differences. They build their curiosity in knowing another culture by asking question, and finding more information through their skill.

b. Knowledge and Skill

The researcher gathered the data categorized as knowledge along with skill, because skill is a process from getting knowledge until determining how the characters respond in intercultural situation. Knowledge is divided into four parts, they are cultural self-awareness, deep understanding and knowledge of culture, culture specific information, and sociolinguistics awareness. Meanwhile, the skills process the knowledge contained of listening, observing, interpreting, analyzing, evaluating, and relating. The researcher put it into their each category as follows below, even though every part of knowledge actually sailed to the final purpose, it was cultural self-

awareness, both their own culture and another culture. But, for the dominance of the utterance and behavior the character showed, the researcher put it into the each category, it can also make the researcher and the reader understand the data well.

1) Cultural Self Awareness

No.	Communication and Behavior	Skill	H:M:S
1.	"Bonjour."	Observing	00:11:09 00:20:46 00:33:39 00:38:59 00:39:44 01:21:58
2.	Marguerite helps Kadams family and entertain them with delicious dinner.	Listening	00:12:26
3.	Papa's reaction in hearing Marguerite said "Bless you" when he sneezed.		00:12:32
4.	"Forgive the silence, Marguerite. I think my family is afraid that they died in the accident and now we enter heaven."	Interpreting	00:14:34
5.	"Merci Beaucoup."		00:18:34
6.	Hassan doesn't resist Marguerite who kiss his cheeks as a greeting.		00:25:16
7.	Hassan stops Mukhtar that is making noise with his knife.		00:31:59
8.	"Ca'va?"	Analyzing	00:39:52
9.	French villagers enjoy new taste of food from India.		00:40:22
10.	"These people are different. They are not French."		00:41:41
11.	"Voila."		00:45:26
12.	"What is that?"		00:47:33
13.	"Why? It's about good food? It's just different."	Evaluating	01:02:35
14.	Mallory cleans Kadam's wall from hate speech.		01:03:31
15.	Papa gives his umbrella to Mallory.		01:04:31

16.	Mallory agrees to follow the way Hassan cooks the omelet.	↓ Relating	01:06:04
17.	“Waiting for Hassan Kadam.”		01:11:28
18.	“Now, this is classical French dish, but with a little twist. It’s <i>beef bourguignon a la Hassan</i> .”		01:25:54
19.	Friendship between Mallory and Kadams family that is shown in the Bastille day.		01:26:53
20.	Papa helps Mallory with her champagne.		01:31:00
21.	Hassan shows an attentive in listening his boss about the new culture in cooking French food, molecule gastronomy.		01:35:58
22.	The reaction of villagers in seeing Mahira wears saree to the party.		01:50:11

Table 4.4 presents 22 data in a whole. It is contained the characters in the movie speak in another language to adapt in certain society, reaction in facing different beliefs, values, and norms, and their curiosity in knowing something from another culture. The culture comes from many fields: food, cloths, beliefs, values, norms, life-style, etc. The skill acts as a process to boil the knowledge. The characters observe, listen, interpret, analyze, evaluate, and relate their experience in facing intercultural encounter, then it builds their cultural self-awareness.

2) Deep Understanding and Knowledge of Culture

Table 4.5			
<i>Deep Understanding and Knowledge of Culture in Knowledge Component of IC</i>			
No.	Communication and Behavior	Skill	H:M:S
1.	“Papa, it’s not like in Mumbai, all right?”	Observing	00:13:07
2.	“Madame, asking for discount doesn’t mean I’m poor. It means I’m thrifty.”	↓	00:18:07
3.	“I would like to learn about French cuisine.”	Listening	00:26:42
4.	Hassan turns down the music volume after Mallory told him to.	↓	00:32:31

5.	“It’s not like in India where you stand by the gate and drag people in as they’re passing by.”	Interpreting ↓	00:37:58
6.	Papa goes inside after Mansur told him to.		00:38:20
7.	Papa agrees to turn down the music volume.	Analyzing ↓	00:49:05
8.	“There are other ways to be French. Liberty, equality, fraternity.”	Evaluating ↓	01:01:13
9.	“If you can’t beat them, join them.”		01:03:12
10.	“I know. I know then, and I know now.”	Relating ↓	01:08:28
11.	“They have their own spices.”		01:19:18

Table 4.5 presents 11 data in a whole. From the table 4.5, it can be seen that the utterances and behaviors are contained deep understanding and knowledge of culture – holistic, contextual understanding about another culture. The researcher found that the process of this part – deep understanding and knowledge of culture – in producing the utterance and behavior has shown deep understanding about one’s culture. They have known what the impact they will get if they don’t do an appropriate interaction to the society there. It builds their self-cultural awareness, not only their own culture but another culture too, through their skill to observe, listen, interpret, analyze, evaluate, and relate the difference condition they found.

3) Culture Specific Information

Table 4.6			
<i>Culture Specific Information in Knowledge Component of IC</i>			
No.	Communication and Behavior	Skill	H:M:S
1.	Marguerite said “Bless you” when Papa sneezed.	Observing ↓	00:12:32
2.	Kissing cheeks		00:25:16
			00:39:33
3.	Hassan reads book about French food recipes.	Listening	01: 51:21
			00:29:46

4.	“Rest it in a little red wine, and add crushed cardamom ... This is emergency, Mansur. Wine will flavor the meat when in Rome ... Mansur, to survive here, we’re going to need adapt.”	↓ Interpreting	00:36:08
5.	Marguerite gives an advice to Hassan in fishing, using the smaller hooks for the kind Hassan used, and worms.		00:42:39
6.	“You can put them on the barbeque. Two minutes on really high heat, and then 30 minutes on a really low heat.”	↓ Analyzing	00:43:37
7.	Hassan starts to learn the basic of French food. It is the five basic sauces, <i>tomato, hollandaise, espagnol, bachamel, and veloute.</i>	↓ Evaluating	00:44:44
8.	“Fermented dal and flour, deep fried.”	↓ Relating	00:47:36
9.	“So, Hassan. What is Michelin star? What does it look like?”		01:28:09
10.	“Who gives them to you?”		01:28:24

Table 4.6 presents 10 data categorized as cultural specific information. It can be seen that there are some cultural information that is found in the movie, they are the behavior such as a greeting, information facts about one’s culture such as how to cook or doing something common in certain culture, and a step to dig more information about one’s culture. The characters use their skill – observing, listening, interpreting, analyzing, evaluating, and relating – to gather and give explanation about one’s culture that leads to build their cultural self-awareness in the end.

4) Sociolinguistics Awareness

Table 4.7			
<i>Sociolinguistics Awareness in Knowledge Component of IC</i>			
No.	Communication and Behavior	Skill	H:M:S
1.	“I’m Marguerite. Nice to meet you.”	Observing	00:11:32

2.	Marguerite still treats Kadams family well even though She found that the Kadams family is really noisy when they ate.	↓ Listening	00:14:45
3.	“Sorry, Madame.”	↓ Interpreting	00:30:30
4.	“Yes, of course.”	↓ Analyzing	00:31:29
5.	“You're not supposed to be helping me. I thought, uh... I thought I was the enemy.”	↓ Evaluating ↓ Relating	00:42:49

Table 4.7 presents 5 data categorized as sociolinguistics awareness in a whole. From the table 4.7, it can be seen that the characters in the movie makes a pragmatic context, and awareness of regional and dialect difference in speaking with another culture. Through the characters’ skills to observe, listen, interpret, analyze, evaluate, and relate, they can understand the context while facing the difference and build their cultural self-awareness better.

2. The Desired Outcome in the Movie

The researcher found three types of dialogues in The Hundred-Foot Journey movie. The first one was dialogue between two people in the same culture, the second was dialogue that contains ethnocentrism – means that person close their eyes in seeing other culture. They don’t open with any differences that occur in the cross cultural interaction. They tended to misunderstand, have prejudice or stereotype with another culture. The last one was the dialogue that contains intercultural competence.

The researcher found that the whole data above were shown internal desired outcome. After fulfilling the aspects of intercultural competence: attitude, knowledge, and skill, the character in The Hundred-Foot Journey movie showed internal outcome

which is expected after fulfilling the aspect. They could adapt and flexible with every circumstances they've met, have ethno-relative view with different culture and be sympathy with others. The characters that showed these were Hassan Iqbal Kadam, Marguerite, Mallory, Papa, Mansur, Mahira, Mukhtar, Aisha, Mayor, and the people that live in St. Antonin.

The characters that had internal desired outcome showed external desired outcome by having communication either verbal or non-verbal and behavior appropriately and effectively. Even the intercultural competence shaped their mind to see other culture in a good way, changed their perspective and became an open-minded person. The interaction was less misunderstanding, stereotype, prejudice, racism, and other problems.

Table 4.8			
<i>External and Internal Desired Outcome of IC</i>			
No.	External Desired Outcome	Internal Desired Outcome	H:M:S
1.	<i>"Bonjour."</i>	Flexibility	00:11:09 00:20:46 00:33:39 00:38:59 00:39:44 01:21:58
2.	<i>"I'm Marguerite. Nice to meet you."</i>	Ethno-relative view	00:11:32
3.	Marguerite helps Kadams family and entertain them with delicious dinner.	Empathy	00:12:26
4.	Papa's reaction in hearing Marguerite said "Bless you" when he sneezed.	Ethno-relative view	00:12:32
5.	<i>"Papa, It's not like in Mumbai, all right?"</i>	Adaptability	00:13:07

6.	“Forgive the silence, Marguerite. I think my family is afraid that they died in the accident and now we enter heaven.”	Empathy	00:14:34
7.	Marguerite still treats Kadams family well even though She found that the Kadams family is really noisy when they ate.	Adaptability	00:14:45
8.	“Madame, asking for discount doesn’t mean I’m poor. It means I’m thrifty.”	Ethno-relative view	00:18:07
9.	“ <i>Merci Beaucoup.</i> ”	Flexibility	00:18:34
10.	Hassan doesn’t resist Marguerite who kiss his cheeks as a greeting.	Adaptability	00:25:16
11.	“I would like to learn about French cuisine.”	Ethno-relative view	00:26:42
12.	Hassan reads book about French food recipes.	Ethno-relative view	00:29:46
13.	“Sorry, Madame.”	Empathy	00:30:30
14.	“Yes, of course.”	Ethno-relative view	00:31:29
15.	Hassan stops Mukhtar that is making noise with his knife.	Flexibility	00:31:59
16.	Hassan turns down the music volume after Mallory told him to.	Flexibility	00:32:31
17.	“Rest it in a little red wine, and add crushed cardamom ... This is emergency, Mansur. Wine will flavor the meat when in Rome ... Mansur, to survive here, we’re going to need adapt.”	Adaptability	00:36:08
18.	“It’s not like in India where you stand by the gate and drag people in as they’re passing by.”	Adaptability	00:37:58
19.	Papa goes inside after Mansur told him to.	Flexibility	00:38:20
20.	Mansur kisses a man’s cheeks as a greeting.	Flexibility	00:39:33
21.	“ <i>Ca’va?</i> ”	Flexibility	00:39:52
22.	French villagers enjoy new taste of Indian food.	Ethno-relative view	00:40:22
23.	“These people are different. They are not French.”	Ethno-relative view	00:41:41
24.	Marguerite gives an advice to Hassan in fishing, using the smaller hooks for the kind Hassan used, and worms.	Empathy	00:42:39
25.	“You’re not supposed to be helping me. I thought, uh... I thought I was the enemy.”	Ethno-relative view	00:42:49

26.	“You can put them on the barbeque. Two minutes on really high heat, and then 30 minutes on a really low heat.”	Empathy	00:43:37
27.	Hassan starts to learn the basic of French food. It is the five basic sauces, <i>tomato, hollandaise, espagnol, bachamel, and veloute.</i>	Adaptability	00:44:44
28.	“Voila.”	Flexibility	00:45:26
29.	“What is that?”	Ethno-relative view	00:47:33
30.	Papa agrees to turn down the music volume.	Flexibility	00:49:05
31.	“Fermented dal and flour, deep fried.”	Empathy	00:47:36
32.	“There are other ways to be French. Liberty, equality, fraternity.”	Ethno-relative view	01:01:13
33.	“Why? It’s about good food? It’s just different.”	Ethno-relative view	01:02:35
34.	“If you can’t beat them, join them.”	Adaptability	01:03:12
35.	Mallory cleans Kadams’ wall from hate speech.	Empathy	01:03:31
36.	Papa gives his umbrella to Mallory.	Empathy	01:04:31
37.	“I know. I know them, and I know now.”	Ethno-relative view	01:08:28
38.	Mallory agrees to follow the way Hassan cooks the omelet.	Flexibility	01:06:04
39.	“They have their own spices.”	Flexibility	01:19:18
40.	“Now, this is classical French dish, but with a little twist. It’s beef bourguignon a la Hassan.”	Adaptability	01:25:54
41.	Friendship between Mallory and Kadams family that is shown in the Bastille day.	Adaptability	01:26:53
42.	“So, Hassan. What is Michelin star? What does it look like?”	Ethno-relative view	01:28:09
43.	“Who gives them to you?”	Ethno-relative view	01:28:24
44.	Papa helps Mallory with her champagne.	Flexibility	01:31:00
45.	Hassan shows an attentive in listening his boss about the new culture in cooking French food, molecule gastronomy.	Flexibility	01:35:58
46.	The reaction of villagers in seeing Mahira wears saree to the party.	Adaptability	01:50:11
47.	Papa greets Mallory by kissing her cheeks	Adaptability	01:52:21

Table 4.8 presents 47 data in a whole contained of external desired outcome and internal desired outcome. From the external outcome column, it can be seen that there are utterances and behaviors contained the data that have put in the component of intercultural competence. The all of data in this column have been valued as an appropriate and effective communication. For internal desired outcome column, there are adaptability, flexibility, ethno-relative-view, and empathy. The researcher found that even though the utterances and behavior has the final goal – being adaptive person – but there is a dominant one that the researcher can categorize it into that 4 category.

B. Discussion

Intercultural competence is an ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes (Deardorff, 2009, p.66). Because of this, the central consideration for the researcher in analyzing the movie is intercultural encounter, so that there is a situation that confronts two different culture. The culture itself, it can be from the nationality, language, ethnicity, gender, beliefs, values, etc. In the movie, there were some parts which confronted two different culture, such as in immigrant office, Marguerite's home, restaurants, markets, square, and the village. From the analysis, the researcher found that the intercultural encounters in that place did not always show an intercultural competence from the characters. Sometimes, the character just talked with their own society and culture, then they have negative mindset in seeing another culture, and the last was the characters involved intercultural competence in their interaction.

Because the purpose of intercultural competence is having an appropriate and effective communication and behavior, the respond and interaction confronted intercultural situation purposed to avoid misunderstanding or overgeneralization about one's culture. The researcher found that the interaction fulfilled the condition, was having three components of intercultural competence.

1. The Component and Outcome of Intercultural Competence

The researcher found the components in several characters in the movie, such as Hassan Iqbal Kadam – the main male character, Marguerite – the main female character, Papa, Madame Mallory, Mansur, Mahira, Mukhtar, Aisha, and the villagers. After analyzing the utterance and behavior, the researcher put the data in several aspects of intercultural competence, they were attitudes, knowledge, and skills.

In attitudes, there were three parts, they were respect, openness, and curiosity or discovery. Respect for others involves demonstrating that they are valued by showing interest and listening attentively to them. Meanwhile openness and curiosity are a willingness to take a risk and make a mistake and move beyond comfort zone, they are not easily to judge others by their point of view (Deardorff, 2015, p. 141).

The data found in the movie that was categorized as respect, openness, and curiosity or discovery, showed a relation that could be observed in the characters' communication and behavior. When they communicated each other, either verbal or non-verbal, or showed some behavior, there were values inside their communication. Even though the researcher determined one's utterance or behavior as respect, openness, or curiosity, but the data said in one's utterance or behavior has aligned

together and produced an outcome that was observable. It was not just for attitude, but also the other component of intercultural competence too, such as knowledge.

Knowledge is divided into four categories, they are cultural self-awareness (self-concept that realize of the fact that people from different culture may use different verbal and non-verbal communication influenced by their identity and worldview), deep cultural knowledge (contextual understanding about one's culture, about the roles, impact, and context), cultural specific information (understanding the conventional surface level of knowledge, such as food, greeting, beliefs, etc.), and sociolinguistics awareness (self-concept about the use of language in the social context in one's culture, such as the style, social context, pragmatic, gender, age, etc.) (Barret, Byram, Lazar, Gaillard, & Philippou, 2014, p. 19).

These four categories aligned together to be attitude, and resulted an observable appropriate and effective communication. Skills processed the knowledge from getting information until deciding how they responded and communicated in intercultural situation. They are observing, listening, evaluating, analyzing, interpreting, and relating (Deardorff, 2015, p. 142). It can be called as critical thinking skills in acquiring and evaluating knowledge (Deardorff, 2011, p. 68). At the end, it led to internal desired outcome and finished on external desired outcome.

The researcher put the utterances and behaviors into different categories each component. It was not because of they didn't align together, but there was a salient part in each component that could be considered, even though at the end, these part aligned together to be unity.

The internal outcome found in the movie was adaptability, flexibility, ethno-relative view, and empathy. After processing the attitude and knowledge through skill, it could lead to internal outcome that the characters should have as a sign that they could produce good external outcome – showing an appropriate and effective communication and behavior (Deardorff, 2015, p. 142). If they cannot adopt in interacting with another culture and producing an appropriate and effective communication, they will not reach the purpose of intercultural competence. It is happened because there are differences that cannot be understood by each person or group that meet in any intercultural encounters. Hence, it shapes misunderstanding in their mind and they will not reach the objective in their interaction. The all of perception covers the goal in communicating or behavior. This perception is influenced by the component of intercultural competence. Here are the examples that can be found in the communication either verbal or non-verbal and behavior from the movie.

00:13:07

Mansur: “Papa, no. you will not barter. We will just pay the rate like normal people.”

Papa : “Normal people get the best value? Only Europeans accept the first price.”

Mansur: **“Papa, it’s not like in Mumbai, all right?”**

The dialogue takes place in Marguerite’s home. When the Kadams’ car is broken down, they need to stay in St. Antonin, a village in South France. When Papa tries to ask the room price, Mansur wants to stop him to do barter because they are not in Mumbai, India. He wants to pay the rate like normal people in Europe. But, Papa

does not agree with Mansur because they are immigrant and it is only European who is got the first price. They cannot get any discount for it.

Mansur has an attitude to tolerate the ambiguity in the new society, for this case is French. The cultural difference between French and Indian need to be understood as a step to adapt with the new society. From his understanding about the difference, it builds his openness to not judge something he doesn't really know and giving good value to another culture. The appropriateness Mansur showed to face intercultural encounter also come from their knowledge. He has good deep understanding of the culture. He knows the role and impact when someone brakes the rule and values in that culture, so that He can build cultural self-awareness. He knows that Barter is not common there, although they usual to do it in Mumbai, their hometown. By observing and listening, he gathers the information and analyze it. He evaluates it which one that relate to his culture, value how to respond and adapt in the different society.

The process of thinking gives him an internal desired outcome and show it in the real life by having an appropriate and effective communication and behavior. He can adapt and flexible in every different circumstances he found. He can hold to judge others and put himself on another shoes. The outcome showed help him in interacting with different culture without misunderstanding or overgeneralization. The researcher can analyze it from other part of him too, such as the communication or behavior showed below.

00:18:34

Mansur: "*Merci Beaucoup.*"

00:37:58

Mansur: “It’s not like in India where you stand by the gate and drag people in as they’re passing by.”

00:39:33

Mansur starts to kiss a man’s cheeks to greet them.

Using one’s language or behavior in certain society is one of way to adapt with that society. It shows an openness to build good value about another culture. The cultural specific information that Mansur got can lead him in having an appropriate and effective communication. Mansur understands the difference of culture and attempts to apply it real life. When he asks Papa to come inside on the first day of their new Indian restaurant opened, he understands that they are in different society now, dragging people to come to their new restaurant by waiting them was usual to do in India, but of course it is different now. In France, standing among people, shouting and drawing attention in public is viewed as a lack of self-control and manners (Scroope, 2017). It is the one of way Papa tries to adapt in that society, holding his judgment by having ethno-relative view, also he is on his way to reach an appropriate and effective behavior.

The researcher found that component of intercultural competence were not only found when interacting – there were two people meet each other with the difference of culture – but also when people talked in their same society. They could have a mind-set to be interculturally person, even though they were not communicating with another culture – just confronted with the situation. This competence made them to have a point

for adaptation with another culture although the rest of people in their society said negative things about another culture. Here are some examples that the researcher found from the movie.

00:26:42

Hassan : **“I would like to learn about French cuisine.** Perhaps you could recommend a book?”

Marguerite : “And why would I do that? You're the enemy now. No?”

Hassan : “See you on the battlefield.”

Marguerite : “See you.”

00:29:46

Hassan reads book about French food recipes.

After finding Michelin guide book in his kitchen, he confesses to Marguerite about his curiosity to learn French cuisine. For the whole life of Hassan, he cooks Indian food, and now he changes his perception about another food from certain culture by a willingness to learn about it. He tolerates the ambiguity of the differences and open his mind to value a good thing in French culture. His willingness to learn something new by showing his attentively bring good attitude in him. He would like to build his cultural self-awareness through his skill in digging more an understanding about French culture. Food can be a path to understand a community, their habit, beliefs, and values.

The intercultural competence doesn't only show when he interact with someone from another culture, but also it has become a mind-set through learning it by himself.

Even though Papa can't be really opened with French, especially Mallory – because she is his enemy, Hassan tries to make Papa understand that learning other culture is something good too, and he starts it by himself. It makes Hassan adapting with his new environment, he tries to build good interaction to the different society, so that the French have respect to him. It is also proved by Mayor and Mallory after she realizes the essence of her culture in seeing differences.

00:41:41

Mayor's wife : “Madame Mallory, good morning.”

Mallory : “Good morning? I don't think so.”

Mayor : “Yes, my secretary said something about a complaint about noise.”

Mallory : “*Oui*. I wish to make it *officiellement*.”

Mayor : “Madame, may I offer you word of caution? **These people are different. They are not French.** Some in the village, the worst sort, say ugly things about them. Be careful, you are not seen in sympathy with them.”

01:01:13

Mallory: “Well, there are other ways to be French. Liberty. Equality. Fraternity.”

The internal desired outcome from these people are an adaptability in the intercultural encounter. They can open their mind, and become flexible in facing differences. They can understand beliefs, values, and norms that other culture is hold. Because of those, they can communicate and show behavior appropriately and

effectively. The Mayor holds himself to act immoral, instead he chooses to talk with Papa while eating. Mallory shows the same thing too. After her hostility with Kadams family in a half of film, she starts to open her mindset after feeling guilty and empathy with the accident in Kadams' kitchen. While giving advice to Jean-Pierre – the villain of an accident in Kadams' kitchen – she states her mind to become open and respect person with Kadams family. Built from her cultural self-awareness who understands really well about her culture, the way of become French, she realizes about what she has done for all of the time with Kadams family. It becomes the beginning of intercultural competent that grows in herself.

From analyzing the movie, the researcher found that thing influenced the outcome showed by the character was how one's skill processed the knowledge and attitude. The better one's attitude and knowledge in facing intercultural encounter, the better outcome that would be appeared. If they were lack in understanding other culture, the problem could appear and take over their negative thinking, as the researcher found from the utterance and behavior as follows.

00:30:26

Mallory: "You may like this kind of music, but the rest of the village does not."

Hassan: "**Sorry, Madame.**"

Indian people like music so much, it has become the part of their life. It is answered by Ashley Kannan that seeing it from culture side, music and dance has become the part of worship in India, they sing and dance to worship their God and Goddess for a long time ago. So that, music has become part of their live (Kannan,

2010). It is fine for listening to music loudly, but French is different. They respect the privacy each other. Making it so loud can be considered as disturbing other's privacy.

In this datum, Hassan shows his openness by accepting the condition that he is wrong in turning the music loudly. By saying sorry, he accepts to be proven wrong and learns more from that mistake, it is a kind of attitude. He gets culture specific information from Mallory about French that may not like the same kind of music as Kadams family had as Indian. Together with his skill, Hassan attempts to build his cultural self-awareness. Beside Hassan is fine to be proven wrong and learns more, he uses word to respect French by calling Mallory with Madame. In French culture, it is really suggested to call a married woman as Madame, a man as Monsieur, or Mademoiselle reserved for unwed woman (Scroope, 2017). It shows the cultural awareness which Hassan tries to use. What Hassan does, makes him and his family better in having an appropriate and effective communication and behavior. Hence, they can adapt and be flexible with the new situation in their life, and the French will have good sight and assumption about them.

01:08:28

Mallory: "Oh. You have it. Hmm... Your pigeon had it, too."

Hassan: "**I know. I know then, and I know now.**"

Because of Papa's revenge to Mallory, he bought all of the pigeons in the market, so Mallory could not serve a dish to minister for having dinner. He tried to take revenge her after she did the same thing in the first day his restaurant opened. He bribed the kitchen porter in Mallory's kitchen and got the recipe. Pigeon in the truffle sauce.

Hassan gets this as a mistake, it is wrong. He goes to Mallory's kitchen and tries to apologize on behalf of his father while brought a food, pigeon in the truffle sauce. Mallory tastes it, but she throws it in the basket and leaves. After that Hassan who wants to join Mallory's kitchen tries to cook omelet with Mallory's help using his recipe. He gets it. Mallory tells the truth that Hassan had it. The pigeon had it too. It is so delicious. With his openness and respect, Hassan accepts it and understands that it is French culture. Then, it because of his culture too. In India, people are very careful to protect other's reputation and put it above all else even in professional interactions (Manian & Shobha, 2009, p. 243). As an owner of the restaurant, Mallory must lead and cannot become weak. She has pride in front of her chef. Hassan understands about Mallory's situation and don't regard it as a hostility. He still wants to join in Mallory's kitchen to learn French cuisine.

Because of his adaptation, he tries to have ethno-relative view and empathize with Mallory who need to pretend in front of her chefs. Because of that, Hassan can touch Mallory's heart to build good relation in the intercultural situation.

01:19:18

Papa: "I'll drop it there for you"

Hassan: "**They have their own spices**"

Kadams family has their own spices. Indian, of course. After Papa allows Hassan to learn in Mallory's kitchen, Hassan lives separately from Kadams family, even though it is just 100 feet from his house. Papa tries to bring their spices with Hassan while go to Mallory's kitchen. But Hassan refuses because the differences

between French and Indian cuisine. Obviously, they have different spices in making a dish. Hassan respects it as his cultural awareness and leaves his spices to learn French cuisine. He understands about French culture, about their belief and values which is represented in their cuisine. Because of the differences in geographic and location, the spices and herbs which grows in that country are different. Indian cuisine often use cardamom, clove, cumin, coriander, garam masala, turmeric, etc. (Peter-Jones, 2015). Meanwhile in France, they use thym de provence, basil, oregano, rosemary, parsley, tarragon, etc. (National Gourmet Center, 2014). It is an evidence that Hassan adapt with French culture. As someone who learn French cuisine in Mallory's kitchen, he cannot do inappropriate thing, he is flexible with the circumstances there, being respectful, and the result shows there is no misunderstanding and bad things happened in Mallory's kitchen, except the competition to be the best chef between Hassan and Marguerite.

Even though, for the first the character didn't have intercultural competence, the researcher found that they could build it step by step while interacting each other. From 00:30:26, it showed that Mallory still didn't have an awareness to understand Kadams, but the appropriate respond by Hassan who accepted his mistake remained the interaction to reach the effectiveness of intercultural interaction – the objective of the communication. It can be seen from the datum below.

00:18:07

Mallory : “You must understand that a property of this size in this village, would be very expensive. Well, I heard you asked for a discount in Claude's hotel.”

Papa : “Madame, asking for discount doesn’t mean I’m poor. It means I’m thrifty.”

The stereotype Mallory did to Kadams family is reacted calmly by Papa. So that, the component of intercultural competence cannot be found in Mallory in her first intercultural encounter with Kadams family, but the calmness Papa did to Mallory makes a clear statement to make Mallory doesn’t think the same to another immigrant in St. Antonin.

In the final half of the movie, after Mallory decides to understand the difference culture come to her life, she starts building her intercultural competence by interacting more with Kadams, accepting and tolerating the ambiguity she got from Hassan’s recipe in cooking or the behavior of the family. This learning process leads to a good differences, the second Michelin star for *Saule Plereur*, even Hassan that move to Paris as a famous chef. They start to adapt with the Hassan’s recipe that is also give Indian touch in French cuisine.